**Sample Assessments**

**General Guidelines**

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations, teacher interviews, anecdotal records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

**General Assessments:**

 Personal Interviews:

In order to plan math instruction that meets the needs of students, many teachers rely on a personal interview. While the other students are busy with a task, the teacher will interview one student to assess what the student knows and/or what he/she needs to know. An example of an interview that will yield much helpful information at the beginning of the year is provided at the end of this unit. An example of a rubric to score the interview is also given.

Portfolios:

In a folder or portfolio the teacher may collect

* Personal interviews accompanied by a scored rubric
* Anecdotal notes recorded by the teacher
* Samples of math projects completed alone and in a group
* Photographs taken of a student with his/her math project
* Teacher-made and standardized tests

 Teacher Observation:

* Anecdotal Records:

With small children, teacher observation is often one of the most effective ways of assessing understanding. As teachers observe the students, many teachers write their anecdotal records on post-it notes and place in the student’s portfolio at a later time.

* Understanding/Misunderstanding Recording Sheet

This sheet, found at the end of Unit 1 or one that the teacher makes herself is used to record students who are having trouble with a concept or lesson. The math topic will be written at the top of the page along with the date and a line drawn down the center of the page. Write the word Understandings on one side and Misunderstandings on the other side. Record the names of students who are having difficulty on the misunderstandings side, and target these students for extra help later. This recording sheet is useful anytime the teacher is observing his/her students at work.

* Modified Math Learning Log:

On large chart paper, the teacher (with the help of the students) will record new understandings, explain math processes, pose and solve problems, make and check predictions, and reflect on what has been learned. For example, after doing Activity 2, Write and Roll, the teacher and students might write:

“After everyone finished playing the game, we counted and found that the number 2 was the number that won the game the most.”

After practice with writing Class Math Logs, many first graders will be ready to record in Personal Math Learning Logs.

**Activity-Specific Assessment**

* Activity 8: Personal Interview for GLEs 1 and 2 - Use the Rubric For Scoring Math Interview for GLEs 1 and 2 BLM
* Activity 23: Pattern Trains With Math Materials - Use the Understandings/Misunderstandings

 Recording Sheet BLM for Pattern Trains to evaluate the students.

* Activity 33: Number Poem - Use the Rubric-Number Poem BLM to evaluate the project.
* Activity 34: The students will make tally marks when the teacher gives them a number.

**Bibliography of Counting Books**

Beeler, Selby. *How many Elephants?*

Burris, Pricilla. *Five Green and Speckled Frogs*

Chwast, Seymour. *The 12 Circus Rings*

Curry, Don L. *How Many Birds?*

Curry, Don L. *My Counting Book*

Ehlert, Lois. *Fish Eyes: A book you can count on*

Gunzi, Christine. *My Very First Look at Numbers*

Hartmann, Wendy. *One Sun Rises*

Hill, Eric. *Spot Can Count*

Krebs, Laurie. *We All Went on Safari*

Leuck, Laura. *One Witch*

Lewin, Betsy. *Cat Count*

Miller, Virginia. *Ten Red Apples*

Oborne, Martine. *One Beautiful Baby*

Raffi. *Five Little Ducks*

Reiser, Lynn. *Ten Puppies*

Schaefer, Lola. *Homes 123*

Schaefer, Lola. *Musty-Crusty Animals 123*

Schuette, Sarah. *3, 2, 1 Go*

Slaughter, Tom. *1 2 3*

Spurr, Elizabeth. *Farm Life*